PRESCHOOL CONTEXT STATEMENT

Centre number: 6668
Centre name: Streaky Bay Children's Centre

1. General information

- Preschool Director: Wendy Carcuro
- Postal address: 40 Montgomerie Tce, Streaky Bay 5680
- Location address: As above
- DECD Region: Eyre and Western
- Geographical location –Located on the West Coast of SA, 750 kms from Adelaide
- Telephone number: 08 86261160
- Fax number 08 86261297
- Preschool website address: www.streakybcc.sa.edu.au
• Preschool e-mail address: kindy.director@streakybcc.sa.edu.au

• Enrolment/Attendance: As we are the only preschool centre in the Streaky Bay District enrolments are directly related to birth rates in any year as well as families leaving or moving to the district. The following data provides enrolment and attendance figures for preschool over the past 5 years.

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<th>Term 1</th>
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<td>2007</td>
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Attendance rates vary between 85-95%

• Co-located/stand-alone: We are a stand alone preschool.

• Programs operating at the preschool
  – Pre Entry: 1 session per week for 1 term prior to starting sessional kindergarten is held in conjunction with sessional kindergarten on Tuesdays and Thursdays.
  – Sessional Kindergarten for eligible children: 5 sessions per week for 4 terms before starting school. Monday pm, Tuesday all day and Thursday all day.
  – Occasional Care: The centre offers funded occasional care. 3 sessions per week of occasional care for children over 2 years of age and 2 sessions per week for children under 2 years of age.
  – Extended Care: Extended care is provided for children from outlying areas who travel by school bus, as the bus arrives 30 minutes before preschool starts and collects children 20 minutes after preschool finishes.
  – Lunch/Full Day Program: All children once attending sessional kindergarten are provided with lunchtime care while attending full day.
  – Preschool Support: Preschool support programs are provided for children with additional needs.
2. **Key Centre Policies**

- Centre Priorities/Statement of Purpose: The Streaky Bay Children’s Centre work in partnership with parents and the community to provide a quality learning curriculum in a welcoming, safe and stimulating play environment, where every child and family is respected and valued. We do this by:
  1. Uses the DIAF framework to ensure quality improvement process occur.
  2. Ensuring National Quality Agenda initiatives are implemented
  3. Developing a quality improvement plan, based on National Quality Standards.
  4. Providing a philosophy statement that reflects the uniqueness of our centre and its priorities.
  5. Informing parents, community and DECD about the centre operation through regular verbal communication, reports, meetings, interviews, newsletters, email and the website.
  6. Relevant centre policies are reviewed, developed and updated regularly.

- Our centre priorities for 2011/12 are for children to achieve success in oral literacy and to improve children’s social skills.

- Our purpose is to provide high quality care and education for children 0-5 years.

3. **Curriculum**

- **Frameworks used:** The Early Years Learning Framework
  The Respect Reflect Relate document

- Core Values: We value respect, care, trust, confidence and a sense of community.
Specific curriculum approaches
We believe that Early Childhood is the foundation on which children build the rest of their lives. Children learn best when they are actively involved and interested and learn at different rates and in different ways. We believe that the most powerful way that young children learn is through play. In play children can be active, can interact and develop relationships with others. Children can experiment, imagine, create, practice, solve problems, role play, explore and learn together. It is important therefore to provide an environment, which will challenge all children and provide opportunities for every child to succeed. In our learning environment we encourage children to understand and appreciate the natural environment, to respect others and to appreciate diversity. The learning environment contributes to how children, feel think and act. This can be established through:

1. Individual and group projects
2. The physical environment
3. teaching strategies such as intentional teaching
4. expectations that children will learn
5. Interactions with children and adults and the relationships we build

Our aim is for the curriculum to be relevant by:

1. Providing a flexible learning environment.
2. Encouraging children’s voice and for children to make informed choices.
3. Children encouraged to be involved in initiating and negotiating their learning.
4. Children are provided with positive and challenging learning experiences.

Children have a great potential for and we encourage in our program

1. Being curious
2. Active and involved
3. curious
4. imaginative
5. and responsible

Interactions are an important part of their day, where they refine their social, cultural and language skills. We feel that a positive self-esteem, where children feel safe and valued members of the centre are essential skills for a child’s healthy development.

We believe that parents are the primary educators. Partnerships are developed with families, learning the cultural capital that children bring with them and valuing the contribution that families bring to the centre. It is essential that the contexts of children are understood, building on children’s prior knowledge and understandings.

Joint programmes/special curriculum projects: In 2011 our centre was involved in the SPA (screening for phonological awareness) project. This raised knowledge and understanding of literacy approaches, teaching strategies and the developmental milestones within oral literacy.

In 2011 and 2012 our centre received a grant from AEDI (the Australian Early Development Index) to support families at risk. Funding has been used to
employ a playgroup coordinator to support families to access playgroup and coordinate parenting information.

- A vegetable garden will be developed in the future using funding from a health grant, teaching children and families about the benefits of healthy eating and caring for the environment.

4. Centre Based Staff

- **Staff Profile**
  
  Director PSD2 0.7 fraction of time  
  Teacher 0.6 fraction of time  
  ECW2 occasional care 11.5 hours per week  
  ECW1 occasional care 7 hours per week  
  All staff have relevant early childhood qualifications.

- **Performance Management Program**
  
  This is an informal process with staff members which takes place as needed, between individual staff and the centre Director. Performance management processes occur between the Director and the line manager based in the regional office (currently the regional director). Meetings are documented and staff are expected to report on their progress towards individual teaching and learning goals as well as centre priorities. Staff are encouraged to attend relevant training and development and fortnightly staff meetings include shared professional learning.

- **Access to special support staff**
  
  Special support staff are accessed through state and regional offices in relation to curriculum, centre management, administration and finance, behaviour management, attendance, speech pathology and disability services. We access the team of specialist staff from DECD and through allied health services, namely speech pathologists, social workers, occupational therapist, psychologist, and disability coordinators. Preschool support staff are employed on a termly basis within the centre depending on the number of children with additional needs and their level of disability.

5. Centre Facilities

- **Buildings and grounds:** Our building is the original Streaky Bay Area School (before 1976). The preschool was opened on another site in 1970 before it moved to its current site. It is a large stone building that has been extended with prefabricated extensions. It has a large front and back yard which we alternate using. Due to strong parental support and community involvement we have a very well resourced centre. The yard is terraced with wood chip, lawn areas and large shady trees and shade structures. We have 2 large sandpits and a cubby house in each yard with a large play platform in the front yard and interesting play spaces for children. We have put in a proposal for a purpose built centre and co location to the Streaky Bay Area School due to the
aging building which would not meet all NQS. We are awaiting notification of the result of this proposal.

- Capacity (per session) 35 children

- Centre Ownership: The building is owned by DECD

- Access for children and staff with disabilities: We have a ramp at the front and rear of the building for wheelchair access.

- Other: The centre is accessed by 3 bus routes that service the local school. Calca, Pt Kenny and Peidnippie. Preschool children can access these buses provided there is room.

6. **Local Community** (intended for country preschools)

- General characteristics: Streaky Bay is the main service centre for the district and with a population of 1030 people is the fifth largest town on Eyre Peninsula. The Streaky Bay district consists mainly of rural holdings involved in mixed farming and is the second largest Council area within the Eyre Peninsula. Along with agriculture, fishing and aquaculture are important industries within Streaky Bay. The Streaky Bay population is of chiefly Caucasian background. There are a number of land development proposals within the district and the community is embracing a number developments including major street scaping, sports complex upgrade and jetty pool upgrade.

- Parent and community involvement in the preschool:

- Schools to which children generally transfer from this preschool: The local school is Streaky Bay Area School where 85-90% of children transfer to. Children living in outlying regions transfer to Pt Kenny primary school 8-10% and occasionally transfer to Karcultaby or Miltaburra Area School.

- Other local care and educational facilities: There are 6 family day care providers in the town and vacation recreation is provided in school holiday periods at the Streaky Bay Area School.

- Commercial/industrial and shopping facilities: Streaky Bay have a good range of facilities including 2 IGA supermarkets, Mitre 10, Beta electrical, chemart chemist, news agency, stock agencies, motel and holiday units, caravan park, community owned hotel, restaurant, tyre retailer, hairdressers, roadhouse, trades such as electrical, plumbing, building and accountants.

- Other local facilities: There is a resident doctor in Streaky Bay as well as a resident dentist. The town has a modern hospital and health centre and
resident physiotherapist. There are also a number of other specialist's, medical and counselling services that visit the town on a regular basis. Other services are accessed from larger regional centres such as Ceduna, Pt Lincoln and Whyalla. There are a wide range of Religious denominations available. There is a sports club, social clubs, numerous sporting bodies, swimming pool boat ramp and a large jetty.

- Availability of staff housing: Teachers are eligible for Government Employment Housing if they are more than 40km from their home. The rental is subsidised at various rates according to location. Homes are available for rent and purchase within the township.

- Accessibility: Streaky Bay is 750kms from Adelaide, accessed by a sealed highway. It is serviced 4 days a week by the stateliner bus. We have an airport, but the nearest airline service is in Ceduna or Port Lincoln.

- Local Government: Streaky Bay District Council- ph 86261001

7. Further Comments

- Partnership arrangements with other groups
The Streaky Bay Children’s centre is accessed by 2 playgroups, a community playgroup on Friday mornings and a Family Day Care playgroup on Wednesday afternoons. We value the importance of playgroups and the opportunity for parents, carers and children to meet together, building relationships and sharing knowledge about the early years of development. A transition program has been developed with the local school, with close links developed sharing curriculum knowledge, resources and activities. We work closely with other services such as CYHS, Midwest health, Local Government, visiting specialist services and other preschools and schools within the region.